

Unit Planning Guide: Grade 12 Unit 5 of 8

Unit Title: Fact Finding (Weeks 21–25)	Pacing (Duration of Unit): 5 weeks
Grade: 12	Buffer Day(s): 3

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

- **W.12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.**
- **SL.12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.**
- **RL.12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (satire, sarcasm, irony or understatement)**
- Supporting
- W.12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.
- L.12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.5a Interpret figures of speech (hyperbole, paradox) in context and analyze their role in the text.

WiDA Standards (ELL)

· Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

To be completed in collaboration with the ELL Department

Meaning (*Mostly assessed through Performance Tasks/Assessments)

<p>Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)</p>	<p>Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)</p> <ul style="list-style-type: none">· What makes a source authoritative?· How do I know what an author really means?· How can I effectively share my point of view with others?
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- Research requires consulting a variety of authoritative sources
- Communicating research findings demands a clear perspective and documented supporting evidence
- Authors can convey their point of view directly or indirectly

Acquisition (*Mostly assessed through traditional summative assessments)

<p>Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p>Students will know ...</p> <ul style="list-style-type: none"> • That research involves gathering information from a variety of authoritative sources • That effective communication of research findings requires clear, distinct perspectives supported by documented evidence • That sometimes there is a difference between what an author states directly and what the author really means 	<p>Skills: The discrete skills and process students should be able to use independently (<u>Bloom's Level of Learning should be noted in parentheses.</u>)</p> <p>Students will be skilled at:</p> <ul style="list-style-type: none"> • gathering and evaluating information from a variety of authoritative sources(Evaluating) • communicating research findings with a clear, distinct perspective supported by documented evidence(Applying) • determining an author's point of view whether directly stated or inferred(Evaluating) • determining how an author's word choice and use of figurative language contribute to a work's tone and theme
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